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## Theme 1: Treatment of Blacks and Response

### Key 2 Treatment of blacks and

### response

**OVERVIEW** Southern states passed laws that discriminated against blacks, and the U.S. government supported segregation by its court decisions.

**Jim Crow laws:** Passed by one Southern state after another, beginning in 1881.

- These laws instituted racial segregation of public facilities.
- By the 1890s, the Supreme Court had validated such legislation(see below).
- Reaching into almost every area of Southern life, these laws provided a means for whites to retain control of social relationsbetween the races in the urban and rural south.

**Plessy v. Ferguson (1896):** This landmark Supreme Court case involved a law that required separate seating for blacks and whites on railroads.

- The Court decided that separate accommodations did not depriveblacks of equal rights if the accommodations were equal.
- The decision survived as the legal basis for segregated schoolsuntil the landmark decision of Brown \. Board of Education in1954.

**Williams v. Mississippi (1898):** This case validated literacy tests for voting and thus illustrated the Court's willingness to let Southern states define their own suffrage standards, even at the expense of blacks.

**Gumming v. Board of Education (1899):** This case laid the foundation for segregated schools. The Court held that laws establishing separate schools for whites were valid even if they provided no comparable schools for blacks.

**Lynchings:** White violence against blacks increased as another means of controlling blacks through terror and intimidation and inhibiting their

agitation for equal rights.

- The prime example of such violence involved lynching of blacks by white vigilante mobs.
- Black prisoners or blacks simply accused of crimes were sometimes executed in public rituals.

• During the 1890s there were about 187 lynchings each year, over four-fifths in the South.

Ida B. Wells-Barnett: A black journalist who launched an international antilynching movement whose goal was a federal antilynching law.

Booker T. Washington: A chief spokesman for the black middle class that emerged in the New South.

- He was the founder and president of Tuskegee Institute in Alabama.
- His self-improvement message urged blacks to seek a technical, rather than a classical, education.
- He believed that by adopting white middle-class standards in speech, dress, and habits, blacks would gain the respect of whites.
- In his philosophy of race relations, known as the Atlanta Compromise, he advocated the pursuit of economic gains for blacks as a step toward the attainment of social equality.

W. E. B. DuBois: A leading black critic of Booker T. Washington.

- He urged the "talented tenth" of the black race to attend college and become professionals.
- These blacks should lead the fight for the immediate restoration of their civil rights.
- In 1905 DuBois founded the Niagara movement, which argued against the accommodationist tactics of Washington.
- The group's "Declaration of Principles" demanded suffrage and civil rights by opposing Jim Crow laws.

NAACP (1909): W. E. B. DuBois's Niagara movement provided the groundwork for the creation of the National Association for the

## Advancement of Colored People (NAACP).

- This was an interracial organization whose goal was the attainment of equal rights for blacks through the use of lawsuits in federal courts.
- It opposed the political and economic subordination of blacks for promoting the leadership of a trained, black elite.

## KEY QUOTATION

The Fourteenth Amendment was intended to enforce the absolute equality of the two races . . . but not to abolish distinctions based upon color. . . .

Court establishment of "separate but equal" doctrine

Plessy v. Ferguson, 1896

## Theme 1: Transformation of the West

### Key 3 Transformation of the West

**OVERVIEW** Although the Great Plains and the Great Basin were the home of nomadic native American tribes and wild animals, by the 1890s the great migration of pioneers had established a line of settlement to the Pacific coast. Migrants to the West were attracted by gold and silver deposits, railroad lines, and the federal government's land policy.

**Homestead Act (1862):** Allowed settlers to buy 160 acres for a small fee if they occupied and improved it for 5 years.

- The act served as an impetus to Western settlement, and some 400,000 homesteaders became landowners.
- The bleak life on the Great Plains, however, caused most homesteaders to abandon their property.

**Morrill Land Grant Act (1862):** Provided that federal land be used to finance land grant agricultural colleges. Scientific and mechanical methods of farming were taught and were responsible for the development of the agricultural Midwest.

**Timber Culture Act (1873):** Passed as an amendment to the Homestead Act, it allowed homesteaders to receive grants of an additional 160 acres if they planted 40 acres of trees on the land within 4 years.

**Desert Land Act (1877):** Resulted in the purchase of 2.5 million acres of Western land.

- Anyone could secure tentative title to 640 acres in the Great Plains or Southwest for 25 cents an acre.
- After irrigating a portion of the land within 3 years, the settler could receive full title to the land for another \$1.00 per acre.

**Timber and Stone Act (1878):** Authorized sales of barren land at \$2.50 an acre.

Mining towns: As in the California gold rush of 1849 and the Colorado rush of 1859, the mineral-rich areas of the West were the first to be extensively settled.

- Following prospectors and commercial miners came ranchers and farmers.
  - Copper, lead, tin, quartz, and zinc proved to be more profitable than gold and silver in the long term.
- These communities were melting pots containing native Americans, Mexicans, blacks, Chinese, and white; there were few women.

Cattle industry: A significant element in the West's economy.

- Mexican ranchers had developed the ranching techniques that were subsequently utilized first by Texans, then by Great Plains cattlemen and cowboys.
- During the 1860s, the long drive came into being as cattle were driven to distant markets and pastured along the trail.
- By the 1870s special market facilities for cattle were established at Abilene, Kansas, on the Kansas Pacific Railroad.
- Other trails and market outlets were created (e.g., Dodge City, Kansas; Cheyenne, Wyoming) to rival Abilene.
- Two severe winters (1885-86 and 1886-87) and a scorching summer marked the decline of the open-range cattle industry and the end of the long drive.

Cowboys: Integral to the long drive, cowboys were often veterans of the Confederate Army, white Northerners, Mexicans, or foreigners, with freed blacks comprising the next largest group.

Owen Wister: Author of a western novel, *The Virginian*, which typified the romance of the West by painting an idealized picture of the rugged, free-spirited cowboy. Representing the ideal of the "natural man," the cowboy became a revered American symbol.

Mark Twain: One of the greatest American writers of the nineteenth century and the author of a series of novels (e.g., *The Adventures of Tom Sawyer*,

Huckleberry Finn) during the 1870s and 1880s that depicted the vision and spirit of the frontier West.

Frederick Jackson Turner: Historian from the University of Wisconsin whose paper, "The Significance of the Frontier," argued that the closing of the frontier had ended an era in American history.

- Using the census report of 1890, Turner explained that the settlement of the frontier had provided an explanatory framework for American development.
- His work also illustrates the psychological power of the frontier in that, with its passing, Americans began to realize that revitalizing opportunities were also vanishing.

## Theme 1: Transformation of the West Worksheet

### A. KEY TERMS

Briefly identify each of the following.

1. Morrill Land-Grant Act
2. land speculator
3. Homestead Act
4. Exoduster

### B. MAIN IDEAS

Write the letter of the correct answer in the blank provided.

\_\_\_\_\_ 5. Who owned much of the western land near prime transportation routes?

- a. Exodusters
- b. squatters
- c. "land-grant" colleges
- d. railroads

\_\_\_\_\_ 6. Which of the following did not sell land to settlers?

- a. bankers
- b. railroads
- c. "land-grant" colleges
- d. land speculators

\_\_\_\_\_ 7. What was one key requirement that applicants had to meet to receive

land under the Homestead Act?

- a. live on the land all year long
- b. farm the land for five years in a row
- c. file a claim with a bank
- d. wheel portable cabins from plot to plot

\_\_\_\_\_ 8. What was one of the most difficult jobs that western settlers faced?

- a. plowing the sod
- b. planting seeds
- c. carrying water from the well
- d. making soap

\_\_\_\_\_ 9. What were the Exodusters trying to escape from?

- a. unfair land taxes
- b. racial violence
- c. Confederate prisons
- d. the eight-hour day

\_\_\_\_\_ 10. What effect did homesteading tend to have on women?

- a. It made them more dependent on their husbands.
- b. It forced them to marry in order to file a land claim.

- c. It took away their suffrage and other rights.
- d. It increased their opportunities outside the home.

## Native American Graphic Organizer

conflict with native americans

American expansion onto Native American lands led to many wars and the near destruction of western Native American nations.

### The Sioux Wars

1865	Federal government decides to build a road through Sioux territory. Sioux warriors resist violently, sparking First Sioux War.
1868	First Sioux War ends. Sioux agree to live on reservation in Dakota Territory.
1875	Federal government allows miners to search for gold on Sioux reservation. Second Sioux War begins. Chief Sitting Bull leads many Sioux off the reservation.
1876	At the Battle of Little Bighorn, Sitting Bull's warriors destroy American army led by General Custer. In response, federal government sends more troops to the region. Most Sioux agree to return to reservation.
1890	At the Massacre of Wounded Knee, American soldiers open fire on unarmed Sioux, killing 200.

## Theme 1: Native Americans of the West

### Key 4 Native Americans of the West

**OVERVIEW** Lands west of the Mississippi were home to Western tribes such as the Pueblo, Navajo, Apache, and Sioux, as well as Eastern tribes—Cherokee, Creek, Winnebago—that had been forcibly resettled in the West.

**Life-styles:** Reflecting various life-styles, some native Americans were farmers and had permanent settlements, while others lived nomadically, combining hunting with farming and sheep herding.

**The Plains Indian culture:** Plains Indians constituted the largest group in the West. Often militant warriors, they were in the vanguard of the struggle to defend their lands from white settlement. • Their nomadic life in harmony with nature depended upon the buffalo, or bison, because, as a source of food, clothing, fuel, and weapons, it provided the economic basis for their lives.

- Their society was organized into tribes, which were usually subdivided into "bands" of about 500 men and women, each with a governing council.
- Women assumed domestic and artistic roles, while men hunted, traded, and supervised religious and military life.
- Each tribe's warrior class competed with others to establish a reputation for bravery.
- These Western tribes never successfully united politically or militarily against white power, thus contributing to their defeat by the white society.

**Government policy toward the native American:** The federal government traditionally regarded Indian tribes both as independent nations and as wards and therefore negotiated treaties with them that required ratification by the Senate.

- Western tribes were often victimized by incompetent white officials charged with protecting them.

- As white settlers moved west, they exerted more and more pressure for access to Indian lands.
- The government frequently responded by violating treaties they had made with Native Americans.

Concentration policy: This policy, associated with the 1850s, resulted in a reservation policy.

- The creation of Indian reservations allowed the government to force tribes into scattered locations, often with land unfitted for agriculture.
- The most desirable lands were retained for white settlement.

Relocation: In 1867, an Indian Peace Commission, established by Congress, decided that all Plains tribes would be relocated on two reservations, one in Oklahoma and the other in the Dakotas.

- The Bureau of Indian Affairs in the Department of the Interior was in charge of the reservations.
- Poor administration by this agency resulted in constant conflicts between tribes and nearby white settlers.

Tribal independence ceased to be recognized: The federal government also decided that it would no longer recognize tribes as independent entities or negotiate with tribal chiefs. This signaled the beginning of efforts aimed at undermining the collective nature of Indian life, thereby forcing assimilation into the white culture.

The buffalo: The welfare of native Americans was also greatly affected by the mass slaughter of buffalo from the 1850s onward.

- Migrants and professional hunters virtually exterminated whole herds, which were obstacles to railroad traffic.
- Buffalo Bill Cody, for instance, was hired by railroad companies to kill buffalo.
- The U.S. Army and agents of the Bureau of Indian Affairs also encouraged the slaughter.

- The killing of buffalo resulted in many Indian uprisings in an effort to preserve their way of life.

## Native American Worksheet

NAME \_\_\_\_\_ CLASS \_\_\_\_\_  
DATE \_\_\_\_\_

### Conflict with Native Americans

#### A. KEY TERMS

Briefly identify each of the following.

1. reservation
2. boomer
3. sooner

#### B. MAIN IDEAS

Write the letter of the correct ending in the blank provided.

\_\_\_\_\_ 4. As American settlers moved west in search of land, many Indian nations

- a. formed the Indian Territory
- b. settled in farming villages.
- c. settled east of the Mississippi.
- d. were weakened or destroyed.

\_\_\_\_\_ 5. Many land agreements between Native Americans and settlers fell apart

because of different ideas about

- a. agricultural methods.

b. land ownership.

c. water rights.

d. government.

\_\_\_\_\_ 6. The United States government encouraged attempts to

a. preserve Indian traditions.

b. take Indian lands.

c. protect Indian rights

d. record Indian heritage

\_\_\_\_\_ 7. The Massacre at Wounded Knee resulted in the death of

a. Custer and his regiment

b. Chief Sitting Bull.

c. more than 200 unarmed Sioux.

d. great buffalo herds.

\_\_\_\_\_ 8. An “Indian rights” movement grew out of outrage over

a. government treatment of Native Americans.

b. Native Americans’ misuse of the land.

c. establishment of Christian schools on reservations.

d. passage of the Dawes Act.

\_\_\_\_\_ 9. Many white reformers believed that Native Americans should

a. give land to settlers.

b. sign treaties with the federal government.

c. live on reservations.

d. be “civilized” and adopt white culture.

\_\_\_\_\_ 10. In 1889, Congress responded to pressure from squatters and other would-be settlers

by opening up

a. the Indian Territory.

b. Little Bighorn.

c. Wounded Knee.

d. the Great Plains.

## Theme 1: Indian response to white incursion

### Key 5 Indian responses to white

#### Incursion

OVERVIEW Native Americans were unable to resist the superior numbers and technology of the white society and were forced to accept settlement on whatever lands the U.S. government was willing to give them. Formal warfare between Indians and whites ended by 1886, when Geronimo, an Apache chief in the Southwest, surrendered to white forces.

Indian resistance to white settlement: Indian response emerged from the 1850s to the 1880s and focused on wagon trains, stagecoaches, white soldiers, and scattered settlements.

- By the 1860s the U.S. Army conducted most of the warfare against Western Indians.
- Fighting was usually small scale.
- The last native Americans to maintain organized resistance against whites were the Apaches, who fought into the 1880s.

Battle of Little Bighorn (1876): One of the most infamous conflicts between whites and native Americans, this battle occurred in Montana.

- Some 200 soldiers in the U.S. Army, under General George Armstrong Custer's command, were surrounded and killed by between 2,500 and 4,000 Sioux and Cheyenne warriors under the leadership of Crazy Horse and Sitting Bull.
- These Indians had left their reservation in 1875, although ordered to return by white officials.
- Thereafter, the U.S. Army sought out the Indians and returned them to the Dakotas. Crazy Horse and Sitting Bull accepted life on reservations and were later killed by reservation police.
- This episode was a reaction to the entrance of miners into the Black Hills and to the corrupt behavior of white agents.

Chase of the Nez Perce (1877): Another major conflict occurred in Idaho.

- The Nez Perce, a small tribe, refused a U.S. government order to move to a smaller reservation.
- Their leader, Chief Joseph, urged them to follow him into Canada.
- The 550 men, women, and children who chose to go were pursued by troops until caught near the Canadian border.
- They were then forced to live in the Indian Territory in Oklahoma, where many soon died of disease and malnutrition.

Wounded Knee, South Dakota (1890): Led by the Seventh Cavalry, This massacre, in which about 200 Sioux Indians died, was the last episode in a year-long effort by whites to stop a Sioux religious revival known as the Ghost Dance.

Dawes Severalty Act (1887): Designed to accelerate the assimilation of Native Americans into white culture.

- It provided for the division of Indian lands among individual families and for U.S. citizenship for Native Americans who abandoned tribal allegiances.
- Specifically, 160 acres was allotted to the head of a family, 80 acres to a single adult or an orphan, and 40 acres to each dependent child. Full title to the property was gained after 25 years.
- In actual practice, much of the reservation land was never distributed to individual owners.
- Under this act, nearly on half of the Indian land was lost to white settlement.

Assimilation: In conjunction with the Dawes Severalty Act, the Bureau of Indian Affairs also tried other means of assimilation.

• Indian children were taken from their families and sent to boarding schools.

Christianity was encouraged, and churches were established on reservations to stop Indian religious festivals.

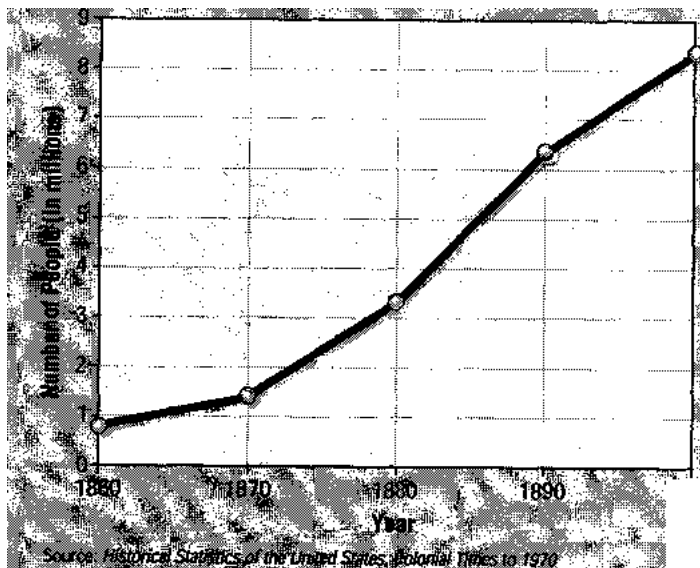


## Farming Ranching & Mining Graphic Organizer

farming, mining, and ranching

New farming techniques, the discovery of gold, and the cattle ranching business brought prosperity to the West.

Population Growth of the West, 1860-1900



1900

## Farming, Mining, & Ranching Quiz

### A. key terms

Briefly define each of the following terms. 1. dry farming

1. bonanza farm
2. placer mining.
3. long drive

### B. main ideas

Write the letter of the correct answer in the blank provided.

5. How did new technology help farmers on the Great Plains?

- a. It saved them time and effort.
- b. It made crops drought-resistant.
- c. It eliminated insect pests.
- d. It lowered their debt.

6. What was a negative impact of "bonanza" farms?

- a. Output declined.
- b. Farms became disorganized.
- c. Farms got smaller.
- d. Oversupply led to lower prices.

7. What created the mining boom that started with the California Gold Rush?

- a. offers of free land

- b. the lure of quick wealth
- c.miners' desire for a peaceful life
- d. the Civil War

8. Once all the loose gold had been mined from streams, who moved into the mining towns?

- a.large mining corporations
- b.farm families
- c.cattlemen
- d.the federal Department of Agriculture

9. Which of the following contributed to the cattle ranching boom?

- a.technical advances
- b. expansion of the railroads
- c.falling crop prices
- d. dry farming

10. Which of the following contributed to the cattle ranching bust?

- a.overgrazing
- b.cattle thieves
- c.competition from Mexican ranchers
- d.invention of barbed wire